

Terrell Independent School District

Terrell High School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Science

Postsecondary Readiness



Board Approval Date: November 18, 2019
Public Presentation Date: November 18, 2019

Mission Statement

The mission of the Terrell Independent School District, a community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment; challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society.

Vision

The vision of Terrell High School is to equip students with the tools necessary to be prepared for college, trade school, military, and or a career path in which they can compete and be successful with all future endeavours.

Value Statement

Established in 1883, Terrell Independent School District has a proud history of providing quality education to students. It is our belief that the future of our community, state, and nation hinges on the quality of the student being educated by our school system. Terrell ISD is located east of Dallas, has an approximate enrollment of 4,825 students served by eight campuses.

For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at www.terrellisd.org or the TEA website at <https://tea.texas.gov/2019accountability.aspx>. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of the team chose the strategic objectives which are completely aligned with each campus plan.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

THS is a campus of 1,235 students comprised of the following student demographics: African American - 20.89 %, Hispanic - 51.50 %, White - 24.62 %, American Indian - 0.40 %, Asian - 0.57 %, Two or More - 2.02%, Hawaiian/Pacific Islander - 0.00 %. Student demographics for programs include: Limited English Proficient - 12.71 %, Special Education - 9.55 %, Gifted and Talented -7.13 %, CTE - 95.87 %. Other student demographics include: Economically Disadvantaged - 73.85 %, At Risk - 51.98 %, Homeless - 0.0 %. Male to female population is closely aligned with females representing 49.47% and males representing 50.53%.

THS provides professional development for teachers and staff to build content and effective instruction strategies, bring multicultural awareness, bridge gaps, embrace diversity, and build a culture of trust and respect. Along with this, THS provides staff development opportunities for teachers and staff in order to increase student achievement for all students with a focus on the needs of economically disadvantaged students, EL students, and other special student populations. THS will provide opportunities for teachers and staff to obtain their ESL certification in order to retain staff and increase student achievement. THS strives to have staff demographics match student demographics. THS strives to implement a campus student mentoring programs. An effort will be made to provide demographically focused parent support and training at the campus level.

Demographics Strengths

- Parental Involvement in extracurricular activities
- Highly Qualified Staff
- College Week
- Dual Credit Opportunities - Academic and Industrial
- Associate Degree Program
- Hispanic Heritage Month Program
- Black History Month Program
- College Awareness programs/special events for students and parents such as college fairs, FAFSA Night, and leadership series
- ROAR program
- Student Mentoring Program available

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus attendance rates did not meet the district goal of 98%. **Root Cause:** Parental support to ensure attendance is lacking.

Student Achievement

Student Achievement Summary

In order to increase student achievement in all areas, the campus/district will provide ongoing staff development on specific TEKS based strategies through PLCs and provide guidance on how to utilize and disaggregate student data. Professional development includes building capacity of teachers through the use of the T-TESS rubric indicators and subject-specific content development, culture/climate, classroom management, and effective instruction.

Continued opportunities will be provided year-round for all students to increase student achievement. The campus will offer advanced level courses for students, provide remedial opportunities, and provide professional development through PLCs and common planning periods to increase the depth of knowledge in all classes. A systematic Response to Intervention (RtI) process will be continued with consistent program monitoring for academics, behavior, and attendance. Teachers will also monitor student IEPs, 504 plans, and behavior plans.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The Texas Academic Performance Report indicates an achievement gap between student populations. Based on an analysis of data, students and specific special populations are in need of supports to master the challenging State academic standards. Professional Development is necessary to equip personnel with the skills necessary to address the social/emotional needs of students, provide engaging, grade-level appropriate, strong instruction. This includes TEKS Analysis, differentiated instruction, scaffolding instruction, making content comprehensible, project based learning, drop-out prevention, and culturally responsive teaching.

EOC Test	Approaches	Meets	Masters
Algebra I	71	32	9
English I	49	32	4
English II	58	38	6
Biology	82	58	20
US History	84	59	26

Student Achievement Strengths

- Dual credit opportunities
- Associates degree programs
- CTE programs
- Credit Recovery
- Professional Learning Communities (PLCs) for EOC teachers daily
- English Learner (EL) training for all teachers
- Accelerated Instruction offered during the school day (Technical Writing, Business English, Algebraic Reasoning, STAAR Biology)
- Extended school day transportation is offered to all students needing extra support Tuesdays, Wednesdays and Thursdays
- Targeted Intervention after-school in all areas as needed
- ELA and Math College Prep class for students to be TSI/College Ready for College and Career/Military Ready (CCMR)
- Restorative Discipline best practices

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Campus did not meet all campus performance objective targets in 2018-2019. **Root Cause:** Failure to have strong Tier I instructional strategies differentiated to meet the needs of all learners on campus.

School Culture and Climate

School Culture and Climate Summary

Terrell High School is committed to creating a safe and exciting environment for our students and faculty. We want all students to be involved in some group or organization outside the normal classroom setting. We will respond to student's needs by listening. The use of student surveys, group meetings, as well as the principal round-table group provides avenues for open communication. Recognition of achievements (such as great attendance and academic standings) is taking place on a weekly basis. Character building is a top priority as we continuously work to grow our character traits. Publicly recognizing our students and staff members is a priority to encourage positive behaviors. Recognitions include: Student of the Week in the Terrell Tribune, Teacher of the Month, and Paraprofessional of the Month.

The Texas Academic Performance Report indicates an achievement gap between student populations. Based on an analysis of data, students and specific special populations are in need of supports to master the challenging State academic standards. Professional Development is necessary to equip personnel with the skills necessary to address the social/emotional needs of students, provide engaging, grade-level appropriate, strong instruction. This includes TEKS Analysis, differentiated instruction, scaffolding instruction, making content comprehensible, project based learning, drop-out prevention, and culturally responsive teaching.

Terrell High School is committed to promoting a culture of College, Career and or Military ready for all students.

School Culture and Climate Strengths

- Focus on Safety Sub bullets (Crime Stoppers, campus safety meetings, regularly set safety drills with followed debriefings on how to get better, phones in every classroom, classroom doors secured)
- Security Cameras
- Stakeholder Input gathered through student and teacher surveys
- Student involvement in extracurricular activities (Sports, Student Council, Tigerettes, National Honor Society, Key Club, International Club, HOSA, Robotics, Skills USA, etc..)
- Student of Character and Tiger 5 student video
- Social media and technology outreach including website, Facebook, Remind, and parent portal
- PALs program
- Student of the Week in Terrell Tribune
- Teacher and Para-Professional of the six weeks recognition
- District of Innovation Plan

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Campus attendance rate did not meet district goal of 98 percent. **Root Cause:** Failure to follow Restorative discipline strategies and attendance procedures with fidelity campus wide.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

New personnel will be involved in a mentor system/process during the school year to provide continuing support for new staff in order to retain high-quality teachers. Terrell High School will continue to provide staff development of the TTESS rubric, subject-specific content areas, classroom management, and holding all staff accountable for increasing student achievement in all areas. Staff development will be provided by various sources including the TTESS and through Professional Learning Communities (PLCs) with curriculum coordinators and campus administrators. Through these efforts and other professional development activities and cross-training opportunities, Terrell High School will build the capacity of all staff. Staff members will be encouraged to take ownership through a variety of campus committees. Staff development will be differentiated to meet the individual needs of all employees. Recognition for staff successes will be acknowledged in a variety of ways.

Staff Quality, Recruitment, and Retention Strengths

- Highly qualified teaching staff
- College visits for teacher recruitment opportunities
- Competitive Salary Package
- Quality Training such as in-service, faculty meetings, and professional development throughout the year
- Stipends for high needs areas
- TTESS Evaluation System
- Rigorous interview process
- Continuation of Tiger Academy

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers new to the profession are not prepared to meet the needs of all students and need additional supports. **Root Cause:** High number of new teachers on campus every year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Terrell High School will target all staff development activities in order to increase student achievement in all areas." First Teach" must be connected to Response to Intervention (RTI) and the TTESS rubric. Along with this, the campus will provide substitutes for staff development sessions in order for teachers to improve and hone their craft allowing for top quality instruction to all students. Staff development may include but is not limited to the following: Professional Learning Communities (PLCs), vertical alignment activities, TTESS, Student Achievement Leadership Team (SALT) meetings, classroom management, effective teaching strategies, ethical behavior, culture/climate, and content specific professional development.

Terrell High School will follow district curriculum with fidelity in order to have access to a scope and sequence geared toward the needs of all students. Assessments will be developed with teacher input in order to teach with the end in mind.

Terrell High School will continue to provide materials for classroom teachers and students that follow district initiatives including but not limited to Odysseyware, Credit Recovery, Eduphoria Suite, TEKS Resource System (TRS) Framework (scope and sequence), Computers On Wheels (COWs), technology upgrades, and hardware upgrades. Continued opportunities will be provided for students to participate and obtain dual credit, AP courses, industrial certifications, and the Associate Degree program.

Curriculum, Instruction, and Assessment Strengths

- TISD Curriculum Guides
- Modeling in Professional Learning Communities (PLCs)
 - Daily for EOC areas modeling
 - Collaborative common content planning
 - Data-driven decision making
- Academic online programs offered, such as: Odysseyware, Stem Scopes (Science), etc.
- Weekly Walkthroughs by each T-TESS evaluator on the campus (10)
- Dual Credit Program
- Eduphoria System for Data-Driven Decision Making
- Curriculum Coordinators in core areas
- New Computer on Wheels (COWs) for students
- ELAR and Math College Prep class for students to be TSI/College ready for College and Career/Military Ready(CCMR)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Campus did not meet all campus performance objective targets in 2018-2019. **Root Cause:** Failure to have comprehensive remediation strategies and address specific academic needs of all student groups.

Parent and Community Engagement

Parent and Community Engagement Summary

Terrell High School will use Remind, Facebook, marquee, and website announcements to encourage high turnout for events such as Open House, Parent/Teacher conferences, Summer Academy, Parent Nights, etc. Updated parent information will be maintained on the district database TxEIS. A parent survey in English and Spanish will be utilized to address specific needs. Parental involvement REMIND will be provided to assist parents with information on how to help their children with school activities, and to provide a school-parent partnership. Volunteer opportunities will be emphasized campus wide. Social media outlets, such as Facebook and Twitter, will apprise families of district and campus events. Terrell ISD website will house need-to-know information regarding the district.

Parent and Community Engagement Strengths

- Social media presence through an electronic newsletter, district website, Facebook, and Twitter
- City-Wide Back to School Fair
- THS Open House
- Weekly/Daily REMIND messages to students and parents
- Numerous partnership with our community members and businesses and colleges
 - Excellence Foundation partnership
 - Platinum Ford partnership
 - TVCC partnership for dual credit
- Health services provided on campus
- REMIND message and parent portal program for parental involvement
- Programs available to our community:
 - Hispanic Heritage Month Presentation
 - Veterans Day Program
 - African-American Month Presentation
- Variety of campus/student organizations
- College and Career Fair
- Career Day

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Need more parent participation in Parent Portal, REMIND, and school activities. **Root Cause:** Lack of training and or interest of parents to create and maintain accounts.

School Context and Organization

School Context and Organization Summary

Opportunities will be afforded for staff, students, parents, and the community to provide input for improving Terrell HS. These committees include but are not limited to: Campus Site-Based Decision-Making Committees, and Student Achievement Leadership Team (SALT) meetings, and Principal Round Table, and Teacher/Student surveys.

Master schedules will be developed to support accelerated instruction and maximize instructional time.

Terrell High School will establish a system or framework that addresses consistent support for behavior expectations and character development (Positive Behavioral Interventions and Supports [PBIS] and Restorative Discipline)

School Context and Organization Strengths

- SALT team
- Campus communication through THS website, social media, and Remind
- Facility Improvements: MAC, track, football practice field, weight room
- Site Based Decision Making (SBDM) Committee meetings
- Multiple student organizations
- After school bus service provided for students needing academic support from their teachers
- Student Achievement Leadership Teams (SALT)
- Master schedules are developed through a collaborative process with the Student Achievement department, campus administrators and counselors
- OnData Suite Dashboard for immediate campus information

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Campus attendance rate did not meet district goal of 98 percent. **Root Cause:** Restorative discipline strategies and attendance procedures have not been fully implemented campus wide.

Technology

Technology Summary

Provide systematic, ongoing technology resources including hardware and software. Along with this, students will be trained in the use and care of technological equipment. Upgrade of antiquated devices and labs at the campus level will continue. A continuation of online programs and software including but not limited to: MindPlay, STEMscopes, Interactive websites, Odysseyware...

Technology Strengths

- Purchased new Computers on Wheels cart
- Odysseyware courses
- TVCC courses online
- Teacher/Student Interactive websites
- New Computers for teachers
- Classroom projectors, teacher laptops, document cameras in each classroom
- Computer labs available for class use

Problem Statements Identifying Technology Needs

Problem Statement 1: Need to implement technology applications to enhance student learning. **Root Cause:** Teachers not consistently held accountable to implement instructional technology.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: November 18, 2019



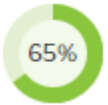


Goal 1: Increase student achievement in all areas including academics, extracurricular, and character.




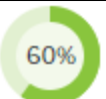












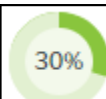

Performance Objective 1: State assessment scores for English, Math, Writing, Science, and Social Studies will meet or exceed state average for all student groups.




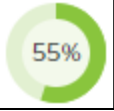
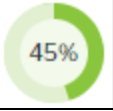








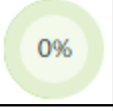






Evaluation Data Source(s) 1: STAAR results, Accountability rating domain data, CCMR, Graduation Rate, PBMAS, TELPAS results, Odysseyware




Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
1) Provide resources needed to ensure effective and enriched teaching and learning for all students in all content areas, across all programs (English, Math, Science, Social Studies, CTE, Special Ed., ESL, P.E., LOTE, Fine Arts, etc.)		Campus Principal Assistant Principals	Student growth. Increase student achievement in all academic areas.			
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 General Fund - 50000.00, 270 ESSA Title V Rural Low Income Schools Grant - 30000.00, 263 ESSA Title III, LEP - 5000.00					
2) Provide professional development to ensure teachers are equipped with effective instructional strategies/practices, deepen content knowledge, and best practices for student learning in all content areas and across programs (English, Math, Science, Social Studies, CTE, Special Ed., ESL, P.E., LOTE, Fine Arts, etc.)		Campus Principal Assistant Principals	Student growth. Increase student achievement in all academic areas.			
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 General Fund - 50000.00, 255 ESSA Title II, Part A TPTR - 54000.00, 270 ESSA Title V Rural Low Income Schools Grant - 35000.00, 263 ESSA Title III, LEP - 10000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
3) Utilize strategies for reading and writing and help teachers/students connect these strategies across all curricula.		Campus Administrators English Department Curriculum Coordinators	Create culture of reading and writing among all classrooms on campus. Increase English I & II EOC results			
	Funding Sources: 199 General Fund - 8200.00, 270 ESSA Title V Rural Low Income Schools Grant - 20000.00					
4) Utilize technology online resources available in all content areas such as: STEMscopes, Google Classroom, Reading Plus, etc.		Administrators	Embedded technology, increase student content knowledge.			
	Funding Sources: 410 IMA Funds - 30000.00, 270 ESSA Title V Rural Low Income Schools Grant - 18000.00					
5) Provide campus-wide training and continued job-embedded training through Professional Learning Communities to implement effective teaching strategies (including writing across the curriculum) in all content areas.		Campus Principal	Increased student achievement in all areas.			
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: 255 ESSA Title II, Part A TPTR - 40000.00, 270 ESSA Title V Rural Low Income Schools Grant - 20000.00					
6) Provide campus-wide staff development on the Texas Teacher Evaluation and Support System (TTESS) rubric.		Campus Principal Assistant Principals	Increase student achievement in all academic areas.			
	Funding Sources: 199 General Fund - 4050.00					
7) Administrators will conduct walk-throughs each week utilizing the TTESS rubric to evaluate teacher performance.		Campus Principal Assistant Principals	Effective classroom instruction and monitoring of teaching and learning.			
	Funding Sources: 199 General Fund - 0.00					
8) Provide accelerated instruction for students who fail state assessments.		Campus Principal Assistant Principals	Increase student performance on EOC exams, unit assessment data, benchmarks, and quantitative data.			
	Funding Sources: 199 General Fund - 0.00					
9) Student Achievement Leadership Team (SALT) meets to address values, campus goals, best practices, data talks, celebrations, and timelines.		Campus Administrator	Maintain focus on campus goals and implement strategies in the classroom.			
	Funding Sources: 199 General Fund - 0.00					
10) Ensure personal student graduation plans are created and followed.		Administrator Counselors	Increase graduation rate and completion of CCMR components.			
	Funding Sources: 199 General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
11) Utilize the district curriculum including TEKS Resource System and District curriculum pacing guides.		Administrators	Increased student scores. Documentation: Lesson plans, PLC sign-in sheets, agendas, and student data.			
	Funding Sources: 199 General Fund - 6700.00					
12) Review student progress in knowledge of the curriculum in the core areas after each unit assessment.		Administrators Curriculum Coordinators	Monitor student growth and provide proper intervention.			
	Funding Sources: 199 General Fund - 4250.00					
13) Require all ELAR teachers to secure ESL certification and encourage all teachers to obtain ESL certification.		Administrator	Compliance with TEA, increase the number of ESL certified teachers. Documentation: Teacher Certifications			
	Funding Sources: 199 General Fund - 5000.00					
14) Ensure administrative team is T-PESS trained and evaluated.		Campus Principal	Effective Leadership			
	Funding Sources: 199 General Fund - 0.00					
15) Continue to utilize the counselor evaluation system and provide proper training and support for counselors.		Administrator Director of CTE Counselors	Effective supports for students			
	Funding Sources: 199 General Fund - 0.00					
16) An on-going process of monitoring and adjusting curriculum pacing guides.		Curriculum Coordinator Principal	Alignment to state standards.			
	Funding Sources: 199 General Fund - 0.00					
17) Address academic PBMAS (Special Ed, Bilingual, CTE, ESSA) indicators in the areas of English Language Arts and Math.		Administrators Teachers SALT Team	Decrease performance indicator ratings in PBMAS, and increase TELPAS progress Results. Increase performance of subpopulations on EOC exams.			
	Funding Sources: 199 General Fund - 0.00					
18) Response to Intervention strategies will be ongoing in the classrooms for all students,		Campus Principal Assistant Principals	Student growth. Targeting student needs to increase their understanding and improve student achievement.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
<div><div> = Accomplished</div><div> = No Progress</div><div> = Discontinue</div></div>						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Campus did not meet all campus performance objective targets in 2018-2019. Root Cause 1: Failure to have strong Tier I instructional strategies differentiated to meet the needs of all learners on campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: Campus did not meet all campus performance objective targets in 2018-2019. Root Cause 1: Failure to have comprehensive remediation strategies and address specific academic needs of all student groups.
School Context and Organization
Problem Statement 1: Campus attendance rate did not meet district goal of 98 percent. Root Cause 1: Restorative discipline strategies and attendance procedures have not been fully implemented campus wide.







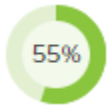



Goal 1: Increase student achievement in all areas including academics, extracurricular, and character.
















Performance Objective 2: Achieve state targets for Meets and Masters level performance in all subjects and all student groups.

Evaluation Data Source(s) 2: STAAR results, accountability ratings, distinction designations.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
1) Support all classrooms (including STAAR-EOC) and place emphasis on high expectations, critical thinking and problem solving by providing instructional resources and teacher training.		Campus Principal	Increased student achievement More students performing at the Meets & Masters level on EOC exams. Documentation: EOC test scores. Monitor unit assessments.			
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 270 ESSA Title V Rural Low Income Schools Grant - 50000.00, 255 ESSA Title II, Part A TPTR - 40000.00, 199 General Fund - 70000.00, 410 IMA Funds - 200000.00					
2) Offer Dual Credit courses with the availability for students to earn an Associate degree.		Principal Assistant Principals Counselors	Have students prepared to be college, career, or military ready. Have students performance at the advanced, Masters level. Documentation: Associate Degree Graduates, Dual Credit Class Enrollment, Percent Students who achieve CCMR Performance, TVCC Grades.			
	Funding Sources: 199 General Fund - 15000.00, 410 IMA Funds - 0.00					
3) All 9th and 10th grade students will take the PSAT. The top 25% of juniors will take the PSAT and offer one free ACT test in the fall to all seniors.		Counselors Campus Principal	National Merit Scholars PSAT results Graduation plans			
	Funding Sources: 199 General Fund - 15000.00					
4) Ensure Gifted and Talented certifications for teachers teaching advanced level courses.		Administrator Director of Advanced Studies	Ensure effective instruction in advanced courses. Teacher Certification and Training documents.			
	Funding Sources: 199 General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
5) Continue to improve the TVCC/TISD partnership to increase industrial certifications and CTE/Dual Credit courses to increase college and/or work ready students.		Director of CTE Administrators	Develop skills necessary to performance at or above grade level.			
6) Offer Advanced Placement courses .		Principal Counselors	Have students prepared to be college, career, or military ready. Have students performance at the advanced, Masters level. Documentation: AP Class Participation, AP Scores, Percent Students who achieve CCMR Performance.			
	Funding Sources: 199 General Fund - 12000.00					
7) MTSS/RtI strategies (small group instruction, purposeful talk, station differentiation) will be ongoing in the classrooms for all students for the purpose of making sure all students grow academically.		Principals Assistant Principals	Target student needs to promote student growth. Documentation: Lesson Plans, Walk-through Observations.			
8) Support dual credit, CTE, and AP teachers on ways to enhance and challenge their students.		Principals Assistant Principals	Increased Meets and above performance.			
9) Increase depth of instruction to meet indicators evaluated for the additional targeted support in both Math and Reading	2.6	Campus Admin, Campus Math and ELA Coordinators, Campus SPED Dept.	Meeting 2020 Target according to TEA			
				Problem Statements: Student Achievement 1		
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Campus did not meet all campus performance objective targets in 2018-2019. Root Cause 1: Failure to have strong Tier I instructional strategies differentiated to meet the needs of all learners on campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: Campus did not meet all campus performance objective targets in 2018-2019. Root Cause 1: Failure to have comprehensive remediation strategies and address specific academic needs of all student groups.






Goal 1: Increase student achievement in all areas including academics, extracurricular, and character.

Performance Objective 3: Increase the percentage of students graduating College, Career, and or Military Ready

Evaluation Data Source(s) 3: TEA Accountability reports, OnSuite Data, Eduphoria Data, Counselor reports

Summative Evaluation 3:

Targeted or ESF High Priority







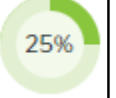


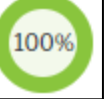

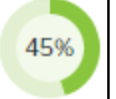


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
1) Ensure all students meet CCMR by the time they graduate. (ACT, SAT, College-Prep Course, TSI, OnRamp, etc.)		Director of CTE Counselors Principal	Increase completion of CCMR will improve student preparation for life after high school and improve campus accountability.			
 = Accomplished  = No Progress  = Discontinue						








Goal 2: Build a college and career going culture throughout the district that promotes critical, creative, progressive, and innovative thinking.

Performance Objective 1: Completion rates, attendance rates, and dropout rates will meet or exceed state and federal standards.

Evaluation Data Source(s) 1: TAPR Reports, Dropout Reports, Longitudinal Summary Completion Reports, PEIMS Reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
1) Provide additional targeted instruction, instructional engagement, and social/emotional supports, resources, and training necessary to increase completion rate and decrease dropout rates.		Campus Principal	Increase completion rate Decrease drop out rate			
	Funding Sources: 255 ESSA Title II, Part A TPTR - 40000.00, 270 ESSA Title V Rural Low Income Schools Grant - 30000.00, 199 General Fund - 50000.00					
2) Actively identify students who are at-risk to provide necessary supports and recover dropouts.		Campus Principals Counselors SALT CIS	Increase the graduation rate and attendance.			
	Funding Sources: 199 General Fund - 0.00					
3) Attain a minimum of 98% campus-wide attendance.		Campus Principal, Attendance Clerk	Improved attendance will increase student achievement.			
4) Provide attendance incentives for our students with perfect attendance.		Campus Principal Counselors Attendance Clerk	Increased student attendance will impact student achievement.			
	Funding Sources: 461 Campus Activity Fund - 0.00					
5) Actively identify students who are at risk in order to increase completion rates and provide support systems.		Campus Principal Assistant Principals Counselors	Monitoring student progress.			
	Funding Sources: 199 General Fund - 0.00					
6) Response to Intervention strategies will be ongoing in the classrooms for all students .		Campus Principal Assistant Principals Counselors Teachers	Student growth and increased student achievement.			
	Funding Sources: 199 General Fund - 0.00					






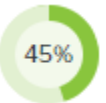






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
7) Visit college campuses or technical/trade school in every grade level.		Campus Principal Counselors	Provide students with the mentality of going to college or gaining industry certification.			
	Funding Sources: 199 General Fund - 1200.00					
8) The campus will target PBMAS weaknesses.		Administrators	Increase performance of CTE, Bilingual, and Special Ed populations in ELAR.			
 = Accomplished  = No Progress  = Discontinue						








Goal 2: Build a college and career going culture throughout the district that promotes critical, creative, progressive, and innovative thinking.

Performance Objective 2: The percentage of students meeting criteria for graduation on the Foundation Graduation Plan with endorsement.

Evaluation Data Source(s) 2: TAPR Report, Graduation Plans, PEIMS Reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
1) Offer new career tech courses to all students while continuing to enhance existing courses.		Campus Principal Counselors	Completion of CTE courses by students and CCMR students.			
Funding Sources: 244 Carl D. Perkins (CTE) - 0.00						
2) Publicize Career, College and Military Readiness standards to students and parents.		Campus Principal Assistant Principals Counselors CTE teachers / CTE students	Increase in CTE participation.			
Funding Sources: 199 General Fund - 100.00						
3) Build a college and career going culture by displaying brochures, banners, applications, and information of different colleges, trade schools, technical schools, and branches of the military and by implementing ASVAB.		Counselors Campus Principal	Student exposure to life possibilities.			
Funding Sources: 199 General Fund - 150.00						
4) Inform high school students and parents of higher education opportunities including, but not limited to TEXAS, Teach for Texas Grants, Raise.Me, admissions and financial aid information.		Counselors Campus Principal Senior Assistant Principal	Students enrolling in post-secondary.			
5) Host and conduct college and career week for students and parents.		Administrators Counselors Communities In Schools	Expose students/parents to college career opportunities, costs, financial assistance, eligibility, etc.			
Funding Sources: 199 General Fund - 150.00						
6) Educate students and parents of the Foundation Graduation Plan, endorsements, and distinguished options under House Bill 5.		Administrators Counselors	Educate parents and students so they make informed decisions,.			














Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
7) Provide students/parents with FAFSA nights in English and Spanish.		Administrator	Inform parents of financial assistance opportunities available to students.			
8) Provide ASVAB for all students to search career exploration opportunities.		Counselors Administration	Provides career interest survey for every student, Legal Compliance.			
 = Accomplished  = No Progress  = Discontinue						







Goal 3: Build capacity in all district employees by recruiting, retaining, and training fully certified and highly qualified principals, teachers, and staff.

Performance Objective 1: The district will provide high quality staff development.

Evaluation Data Source(s) 1: District Staffing Report.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
1) Provide high-quality staff development for all teachers and administrators in order to build their capacity. Trainings include but are not limited to: T-TESS, instructional best practices, Lead4Ward, Lowman SS, content specific educational workshops/conferences, social/emotional needs of students.		Campus Principal	Provide effective instruction and increase student achievement.			
	Funding Sources: 270 ESSA Title V Rural Low Income Schools Grant - 3500.00, 199 General Fund - 50000.00, 255 ESSA Title II, Part A TPTR - 40000.00					
2) Conduct daily PLCs to provide continuous support and ongoing/job-embedded professional development.		Administrators Department Heads Curriculum Coordinators	Improve effective classroom instruction.			
	Funding Sources: 199 General Fund - 250000.00, 263 ESSA Title III, LEP - 55000.00, 270 ESSA Title V Rural Low Income Schools Grant - 3000.00					
3) In addition to the new teacher orientation, teachers new to the professional will attend a monthly TIGER ACADEMY designed to target the needs of new teachers.		Curriculum Coordinators	Increase classroom effectiveness, Improve teacher retention			
	Funding Sources: 270 ESSA Title V Rural Low Income Schools Grant - 3500.00, 255 ESSA Title II, Part A TPTR - 5000.00					
4) Receive input from Student Achievement Leadership Team (SALT) curriculum coordinators regarding professional development needs.		Administrators SALT Counselors	Identify teacher needs for growth and have more effective classroom instruction.			
5) Provide ELPS training for all teachers and support needs of English Learner (EL) population.		Administrators	English Language Proficiency Standards strategies in the classroom will increase student achievement for EL students.			
	Funding Sources: 255 ESSA Title II, Part A TPTR - 15000.00					





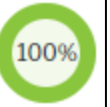





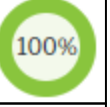



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
6) Continue the Leadership Academy for Principals and Assistant Principals providing professional development and building capacity within its campus leaders.		Assistant Superintendent	Effective campus leadership			
 = Accomplished  = No Progress  = Discontinue						

Goal 3: Build capacity in all district employees by recruiting, retaining, and training fully certified and highly qualified principals, teachers, and staff.

Performance Objective 2: The district will recruit, retain, & train fully certified and highly qualified administrators, teachers, and staff.

Evaluation Data Source(s) 2: District Staffing Report, TAPR Report.

Summative Evaluation 2:

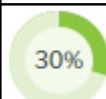
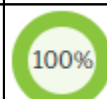
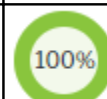





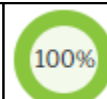






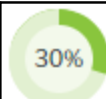
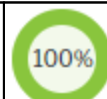
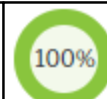
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
1) Hire fully certified candidates that are going to challenge and build professional relationships with our students.		Campus Principal SALT	Quality instruction.			
	Funding Sources: 255 ESSA Title II, Part A TPTR - 2500.00					
2) New Teacher Orientation, Mentor Teacher Program, and Tiger Academy will be established and host a monthly meeting with administrators to meet the needs of our teachers to impact student learning.		Campus Principal Assistant Principals SALT	Provides support to teachers to promote student achievement and teacher retention.			
	Funding Sources: 199 General Fund - 1900.00					
3) Recruit diverse staff members to better reflect our student demographics.		Administrators	Students will culturally relate to staff members.			
	Funding Sources: 199 General Fund - 0.00					
4) Provide teacher recognition across the campus to boost teacher morale.		Administrators	Boost teacher morale and job satisfaction.			
	Funding Sources: 199 General Fund - 400.00					
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						




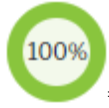
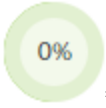

Goal 4: Become a district of choice in Kaufman County by improving student programs and services.

Performance Objective 1: Technology will be integrated throughout the district.

Evaluation Data Source(s) 1: Adequate Network, Hardware and Software.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
1) Teachers will incorporate technology and multimedia and resources beyond the curriculum.		Campus Principal IT	Increase 21st-century learning skills and impact student achievement			
Funding Sources: 410 IMA Funds - 60000.00, 270 ESSA Title V Rural Low Income Schools Grant - 15000.00, 199 General Fund - 15000.00						
2) Implementation of technology classes for the new HB5 endorsements.		Administrators	Increase 21st-century learning skills and impact student achievement.			
Funding Sources: 244 Carl D. Perkins (CTE) - 0.00						
3) Every teacher/classroom will be provided a laptop computer, document camera, and projector for instructional use.		Administrator	The teacher has resources to enhance student lessons.			
Funding Sources: 410 IMA Funds - 36750.00						
4) Utilize technology in instruction and scheduled interventions in ELA, Mathematics, Social Studies, Science (such as Exploros, StemScopes, etc.).		Administrator	At-risk students engage in the lessons which ultimately increases achievement.			
Funding Sources: 199 General Fund - 0.00						
5) The campus will provide Odysseyware for students at risk of not graduating due to credit issues.		Administrators Counselors	Course completion and credits awarded.			
Funding Sources: 410 IMA Funds - 33420.00						
6) The campus will utilize TxEIS, Eduphoria, Lead4Ward, Plan4Learning, OnDataSuite, and Library to organize and keep track of overall campus growth.		Principal	Maintain and monitor accurate student data.			
Funding Sources: 199 General Fund - 1900.00, Region 10 ESC - 0.00						







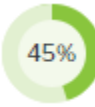






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
7) ASVAB career exploration will be provided to students as desired.		Counselors Administrators Military personnel	4-year plans align with career inventory surveys.			
	Funding Sources: 199 General Fund - 0.00					
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

Goal 4: Become a district of choice in Kaufman County by improving student programs and services.

Performance Objective 2: Students in need of specialized programs or services will be properly identified and served.

Evaluation Data Source(s) 2: TAPR, PBMAS, and AMAO Reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
1) Ensure the continuum of services to address student needs in all areas of services to be provided (Ex. SPED, 504, dyslexia, ESL, Suicide prevention training, etc.)		Campus Principal Assistant Principals SPED administrator Counselors ESL reps	Meet the unique needs of the student population.			
	Funding Sources: 224 IDEA B, SPED - 0.00, 199 General Fund - 16500.00					
2) Respond to the unique needs of students by utilizing best practices in the classroom.		Campus Principal, Assistant Principals, Counselors Inclusion Teachers, Teachers, SPED administrators	Targeted instruction will impact student growth.			
	Funding Sources: 199 General Fund - 0.00					
3) Provide support for ELs to progress and attain Advanced High on TELPAS and meet or exceed state standards on STAAR reading and math.		Campus Principal Teachers Assistant Principals ESL coordinator	Targeted instruction will impact student growth.			
	Funding Sources: 199 General Fund - 6000.00					
4) Terrell High School will offer pregnancy-related services to students in need.		Administration Counselors Coordination/Communication with TAEC administrator	Non-disruption of education for students in need.			
	Funding Sources: 199 General Fund - 0.00					
5) Ensure data integrity through training of campus personnel.		Counselors Administrators	100% accuracy is reflected in our database.			
	Funding Sources: 199 General Fund - 0.00					











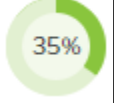




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
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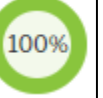


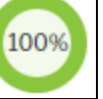









Goal 4: Become a district of choice in Kaufman County by improving student programs and services.

Performance Objective 3: A safe and orderly learning environment will be provided on all campuses.

Evaluation Data Source(s) 3: PBMAS and PEIMS Discipline Reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
1) Follow and implement the district's discipline management plan effectively and equitably and utilize Restorative Discipline.		Campus Principal Assistant Principals	Reduction in the number of referrals. A decrease in performance levels in PBMAS.			
Funding Sources: 199 General Fund - 0.00						
2) Continue to implement Restorative Discipline practices to model expectations as well as address prohibited conduct and harassment.		Campus Principal Assistant Principals Counselors Teachers	Reduction in the number of referrals. A decrease in performance levels in PBMAS.			
Funding Sources: 199 General Fund - 0.00						
3) Follow ROAR program procedures.		Administrators	Address prohibited conduct and harassment.			
4) The campus will provide drug education programs, crisis management including suicide prevention, sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training, bullying, social media, and mental health support.		Campus Principal Assistant Principals Counselors Athletic trainer District Social Worker	Prepared for issues as they arise.			
Funding Sources: 199 General Fund - 0.00						
Additional Targeted Support Strategy 5) The campus will support proactive discipline strategies and look for alternative options for ISS/OSS.		Campus Principal Assistant Principals	A decrease in discipline referrals. Reduced number of discretionary placements.			
Funding Sources: 199 General Fund - 0.00						
6) The campus Emergency Operations Team will continue audits and update the EOP as needed.		Campus Principal Assistant Principals	Safety procedures in place for all crisis situations.			





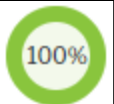








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
7) Provide campus-wide character training through the use of Restorative Discipline and use of student character traits of the month. Videos/discussion education will be provided of the different traits addressed.		Counselor Administrators Teachers	Fewer discipline referrals Students exhibiting principles taught both on and off campus			
	Funding Sources: 199 General Fund - 0.00					
8) Monthly meetings with each sponsor from clubs/organizations to help support student involvement and campus culture.		Campus Principal Sponsors	Participation in activities increases and pride in school increases.			
9) Safety operation plan in place.		Administrators	Oversee school safety and security for students and staff.			
10) Monitor PBMAS SPED discretionary ISS, OSS, and DAEP placements, and provide alternative methods for discipline.		Administrators	Data will show a reduction of students in discipline matters.			
	Funding Sources: 199 General Fund: SPED - 0.00					
11) Ensure the utilization of the Texas Behavior Support Initiative through the practice of Restorative Discipline.		Administrators	Discipline will decline and increase instructional time for our students.			
12) Crime Stoppers on campus and educating our students on what to do when encountering a police officer.		Principal Assistant Principals SRO	Campus can address the misbehavior and inappropriate activities. Students are informed.			
 = Accomplished  = No Progress  = Discontinue						

Goal 4: Become a district of choice in Kaufman County by improving student programs and services.

Performance Objective 4: Parental and community involvement will be encouraged.

Evaluation Data Source(s) 4: Increased parent communication and participation.

Summative Evaluation 4:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
1) The campus will utilize the website, Remind, and campus communicator to keep parents informed. Social Media (Twitter, Facebook, etc.) will play a huge role in communicating with parents.		Campus Principal Assistant Principals Key Communicator	Parents informed of campus activities.			
2) The campus will provide opportunities for parents to access campuses such as meet the teacher, federal financial aid night, college fair, contests and UIL events, and other programs/events throughout the school year.		Campus Principal	Parental involvement and student performance, attendance, and behavior improve.			
Funding Sources: 199 General Fund - 0.00						
3) Administrative team and teachers will establish a good working relationship with parents.		Administrative Meeting	Parental involvement increases and student performance, attendance, and behavior improves.			
Funding Sources: 199 General Fund - 0.00						
4) Provide cultural awareness, distinguished lectures, leadership programs, and Patriot programs such as Hispanic Heritage Month presentation, Veteran's Day assembly, E-Terrell events, Theatre Arts events, and African American presentation.		Administrators	Increased opportunities for students and parents to become involved and informed.			
Funding Sources: 199 General Fund - 0.00						
 = Accomplished  = No Progress  = Discontinue						

Goal 4: Become a district of choice in Kaufman County by improving student programs and services.

Performance Objective 5: The district will maintain compliance with state and federal laws and regulations.

Evaluation Data Source(s) 5: State and Federal mandates and legal requirements.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
1) Campus administrators will receive legislative updates pertinent to state and federal mandates and pertinent for school operations and will share these updates during regular staff meetings.		Campus Principal	Effective leadership			
	Funding Sources: 199 General Fund - 0.00					
2) Program evaluations will be completed to ensure compliance and monitor the effectiveness of programs.		Campus Principal	Programs evaluated for effectiveness.			
 = Accomplished  = No Progress  = Discontinue						







Goal 5: Address targeted supports and improvements needed, additional targeted supports needed, and any improvements needed for Domain scores less than "C".

Performance Objective 1: Utilize Effective Schools Framework and ESF Survey to determine targeted needs.

Evaluation Data Source(s) 1: Annual Accountability Report from TEA

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
Targeted Support Strategy Additional Targeted Support Strategy ESF Levers Lever 1: Strong School Leadership and Planning 1) Complete Effective School Framework Survey		Principal	Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars			
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:








Student Achievement
Problem Statement 1: Campus did not meet all campus performance objective targets in 2018-2019. Root Cause 1: Failure to have strong Tier I instructional strategies differentiated to meet the needs of all learners on campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: Campus did not meet all campus performance objective targets in 2018-2019. Root Cause 1: Failure to have comprehensive remediation strategies and address specific academic needs of all student groups.

Goal 5: Address targeted supports and improvements needed, additional targeted supports needed, and any improvements needed for Domain scores less than "C".

Performance Objective 2: Address "Targeted Supports and Improvements" needed for specific student population's missing target for three consecutive years on EOC assessments.

Evaluation Data Source(s) 2: Annual Accountability Report from TEA

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
Targeted Support Strategy Additional Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Small group instruction, targeted to address specific deficiencies in both Math and ELA.		Principal, Assistant Principals, Coordinators	Provide data driven individualized instruction, progress monitoring and student/teacher goal setting.			
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1					
Targeted Support Strategy Additional Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) After school remediation individualized and focused on literacy that will ensure students meet specific targets within the EOC's.		Principal, Assistant Principals, Coordinators	Student academic level reviews and targeted individualized interventions put in place to increase student achievement.			
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1					
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Campus did not meet all campus performance objective targets in 2018-2019. Root Cause 1: Failure to have strong Tier I instructional strategies differentiated to meet the needs of all learners on campus.

Curriculum, Instruction, and Assessment
Problem Statement 1: Campus did not meet all campus performance objective targets in 2018-2019. Root Cause 1: Failure to have comprehensive remediation strategies and address specific academic needs of all student groups.






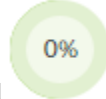

Goal 5: Address targeted supports and improvements needed, additional targeted supports needed, and any improvements needed for Domain scores less than "C".

Performance Objective 3: Address "Additional Targeted Supports" for specific student population's missing target on annual EOC assessments.

Evaluation Data Source(s) 3: Annual Accountability Report from TEA

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	June
Targeted Support Strategy Additional Targeted Support Strategy ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Teachers implement individual action plans which following attendance, grades, and discipline for all SPED students.		Principal, Assistant Principals, SPED Department Head, Curriculum Coordinators.	Reductions in students missing instruction, fewer discipline issues, and students able to meet expectations on Benchmarks and EOC.			
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1					
Targeted Support Strategy Additional Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Increase depth of instruction by ensuring the use of multiple instructional strategies to meet the indicators evaluated for the additional targeted support in both SPED Math and Reading		Principal, Assistant Principals, SPED Department Head, Curriculum Coordinators.	SPED students able to meet targeted expectations on Benchmarks and EOCs.			
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1					
<div> = Accomplished = No Progress = Discontinue</div>						

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Campus did not meet all campus performance objective targets in 2018-2019. Root Cause 1: Failure to have strong Tier I instructional strategies differentiated to meet the needs of all learners on campus.
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Curriculum, Instruction, and Assessment
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Problem Statement 1: Campus did not meet all campus performance objective targets in 2018-2019. Root Cause 1: Failure to have comprehensive remediation strategies and address specific academic needs of all student groups.

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Classroom Teacher	Diallo Stogner	Science
District-level Professional	Jeremy Posey	Math/Science curriculum coordinator
Classroom Teacher	April Brown	English
Classroom Teacher	Charity Shipman	Math
Classroom Teacher	Absolom Harvey	Social Studies
Administrator	Cody Holloway	Assistant Principal
Administrator	Courtney Edwards	Assistant Principal
District-level Professional	Shuck Wieland	Director of Student Services
Administrator	Jay Thompson	Principal
District-level Professional	Gabrielle Meret	English/Social Studies curriculum coordinator
Business Representative	David Floyd	Business Owner
Non-classroom Professional	Rhonda Knight	Director of College and Career Readiness
Parent	Raylan Smith	Parent

Campus Funding Summary

255 ESSA Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supporting Effective Instruction	255	\$40,000.00
1	1	2	Region 10	255	\$14,000.00
1	1	5	Teacher/Coach Training	255	\$40,000.00
1	2	1	Teacher Training	255	\$40,000.00
2	1	1	Teacher Training	255	\$40,000.00
3	1	1	Teacher trainings/Region 10 & Other	255	\$40,000.00
3	1	3	Instructional Materials	255	\$5,000.00
3	1	5	Student Achievement Bilingual Coordinator	Region 10 Consultant	\$15,000.00
3	2	1	Recruiting activities		\$2,500.00
Sub-Total					\$236,500.00
Budgeted Fund Source Amount					\$80,000.00
+/- Difference					\$-156,500.00
263 ESSA Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Classroom Supplies	263	\$5,000.00
1	1	2	Supporting Effective Instruction	263	\$10,000.00
3	1	2	Bilingual Supports	263	\$55,000.00
Sub-Total					\$70,000.00
Budgeted Fund Source Amount					\$80,000.00
+/- Difference					\$10,000.00

270 ESSA Title V Rural Low Income Schools Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Classroom Supplies Improve Programs/Supporting Effective Instruction	270	\$30,000.00
1	1	2	Supporting Effective Instruction	270	\$35,000.00
1	1	3	Teacher Training	270	\$20,000.00
1	1	4	Reading Plus	270	\$18,000.00
1	1	5	Teacher/Coach Training	270	\$20,000.00
1	2	1	Classroom instructional supplies	270	\$30,000.00
1	2	1	Teacher Training	270	\$20,000.00
2	1	1	Teacher Training	270	\$30,000.00
3	1	1	Lead4Ward & Lowman SS	270	\$3,500.00
3	1	2	Instructional Materials & New Teacher Supports	270	\$3,000.00
3	1	3	Extra-Duty Pay for training	270	\$3,500.00
4	1	1			\$15,000.00
Sub-Total					\$228,000.00
Budgeted Fund Source Amount					\$80,000.00
+/- Difference					\$-148,000.00
289 TITLE IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$80,000.00
+/- Difference					\$80,000.00
410 IMA Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	STEM Scopes	410	\$30,000.00

410 IMA Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Materials	411	\$200,000.00
1	2	2	Textbooks		\$0.00
4	1	1	C.O.W.S.		\$60,000.00
4	1	3	Instructional Technology		\$36,750.00
4	1	5	Odesseyware		\$33,420.00
Sub-Total					\$360,170.00
Budgeted Fund Source Amount					\$200,000.00
+/- Difference					\$-160,170.00
Region 10 ESC					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	6			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$18,000.00
+/- Difference					\$18,000.00
Grand Total					\$894,670.00